

- What was she thinking?
- What could have just happened to her to make her feel this way?
- Can you prove this? If not, then how do you know it's true? How could you find out?
- What would you have thought if you had been one of the three girls?
- How important was the fact that this happened in the school's hallway?
- What if it had happened at the mall instead? Would your reactions be different? How? Why?

At this point, Carmen asked the class to consider the word inference and to discuss how we, as readers and humans, use this skill constantly in both literature and life.

## Making the Connection

Carmen knew that drawing inferences, or conclusions, was a valuable life skill, so she continued to emphasize it throughout the year. For example, she often asked her students to interpret what they thought another teacher or student intended when a facial expression or other body language added significantly to the meaning of an incident. She also asked them weekly in their class warm-ups to relay events from their lives that had required inferencing skills to interpret; she also required that they assess their skills in these situations. Were they right? Wrong? How does the phrase "jumping to conclusions" fit in?

## Objectives Addressed

- 1.03 Interact appropriately in group settings by...listening attentively...
- 1.04 Reflect on learning experiences by...identifying changes in self...
- 2.01 Explore informational materials that are read, heard, and/or viewed by...drawing inferences...
- 4.02 Develop (with teacher assistance) and apply appropriate criteria to evaluate the quality of the communication by...drawing conclusions...